Ontario College of Art and Design University (OCAD UNIVERSITY)

STRATEGIC MANDATE AGREEMENT

FOR SUBMISSION TO:
ONTARIO MINISTRY OF TRAINING, COLLEGES AND UNIVERSITIES

FINAL DRAFT

1 May 2014

OCAD UNIVERSITY – VISION, MISSION AND VALUES

Vision

OCAD University is Canada's "university of the imagination," engaged in transformative education, scholarship, research and innovation. OCAD University makes vital contributions to the fields of art, design and media through local and global cultural initiatives, while providing knowledge and invention across a wide range of disciplines.

Mission and Values

OCAD University shapes imagination through the delivery of excellent art, design and media education at the undergraduate and graduate levels through student-focused learning that integrates studio-based education with historical, critical, aesthetic, scientific and technological inquiry.

OCAD University supports a high-quality, diverse research practice undertaken with extensive outreach and partnerships in a bold and future-facing learning environment..

OCAD University offers vibrant disciplinary and cross-disciplinary opportunities for cultural and life-long learning in concert with local, national, Aboriginal and international communities.

OCAD University values, respects and advances ethical practice, flexibility, advocacy, diversity, accessibility, aboriginal cultures, wellness, global citizenship and the manifestations of creativity in entrepreneurship, innovation and sustainability.

OCAD University prepares students and helps faculty and alumni to be cultural leaders, practitioners, educators, creative thinkers, strategists, inventors and innovators who take calculated risks and make strong contributions to the cultural, social and economic prosperity of Canada and the world.

OCAD UNIVERSITY — PROPOSED MANDATE STATEMENT

The OCAD University distinction: creativity and innovation

OCAD University — Canada's university of the imagination — currently enrols more than 4,500 students in 16 undergraduate and six graduate programs. Home to the Group of Seven, inventors of industrial design and a historic engine of Canada's advertising, graphic design and visual art industries, OCAD University produces and employs the country's best artists, designers and cultural thinkers, inspires innovation and generates jobs, entrepreneurship and economic impact. OCAD University fuels the creative industries in Ontario that have grown by 40 percent over the last decade, creating 80,000 new jobs.[1]

OCAD University is a 138-year-old institution that is rooted in the evolving practices of studio learning. The university's contemporary studio brings together embodied-making, learning-by-doing, the studio critique, contextual and historical knowledge and an engagement with a wide

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[1] *Year in Review 2011-2012: Creative Industries – Driving Ontario's Economy,* Ontario Media Development Corporation, Government of Ontario, January 2013.

range of technologies and materials. In its programs, minors and streams, the university has extended the studio to become the studio-laboratory, merging the methodologies of scientific and theoretical investigation with the rigorous practices of art- and design-making. OCAD University has developed liberal arts and science programs and curricula that ground studio learning in both theoretical frameworks and business studies. OCAD University has effectively brought the physical and digital face-to-face. It has also extended the studio beyond the walls of its own campus — through internships, work-study, service-based learning, study-abroad and business-development opportunities in the Imagination Catalyst and a host of co-curricular activities.

Design thinking and the experimental approaches of art are fundamental tools needed to resolve the grand challenges of the 21st century. Art and design inspire, produce meaning, provoke engagement and enable inclusion in a complex world. Art and design are central and driving components of all forms of innovation, including domains such as advanced computer applications or health and wellness, which traditionally have been considered exclusive to science, medicine or engineering. Art and design are not merely disciplines or fields of study. They represent an approach — a way of enhancing everyday life based on expanding capacity to imagine, to consider challenges from every angle and to produce tangible results.

Art, design and media "enable" technology in modern economies and are largely responsible for the phenomenal success of international companies such as Apple and IKEA or Canadian examples such as Alias/Wavefront and Nienkämper. The need for highly qualified, creative personnel across all sectors will only intensify in the years to come, because the capacity to imagine and innovate is increasingly required in the workplace/economy. In this context, OCAD University becomes increasingly relevant.

OCAD University is a flagship institution — a jewel in the Ontario post-secondary education crown. Alumni have won significant awards with recent examples including: painter Vanessa Maltese won the 2012 RBC Canadian Painting Competition; industrial designer Henry Chong's Revelo LIFEbike thesis project won the $10,000 Grand Prize in the Up-Start competition in 2012 hosted by MaRS Discovery District; PUSH, an elite strength- and fitness-tracking device, was recently awarded a quarter-million dollars from the Ontario Youth Investment Accelerator Fund; and artist Rebecca Belmore was awarded the Governor General's Award in Visual and Media Arts in 2013. Alumni also go on to become the country's leading artists and designers, such as theatre designer Danny Lyne who was awarded Canada's top theatre prize, the Siminovitch Prize, in 2006; Marcos Chin, a cover-illustrator for the world's top magazines; and Shary Boyle who represented Canada at the world's most prestigious exhibition, the Venice Biennale, in 2013.

The campus pulses with energy, imagination and possibility. OCAD University cultivates exceptional talent, undertakes relevant research and acts as a hotbed of creative production and practice. It is also external facing, stimulating myriad design, media and art enterprises. Evidence points to the university's highly differentiated place within the higher education sector as a leader in driving change in post-secondary education — not just in Ontario but beyond conventional disciplinary and national borders. Although a small and specialized institution, the university's approaches to experiential and technology-enabled learning, diversity, graduate education and creative city-building have extraordinary reach.

Niche programming, a unique studio-learning environment and a smart and sustainable growth plan will continue to ensure that OCAD University — together with the cultural precinct it occupies in downtown Toronto — shines as a driver of the creative economy for Ontario,

Canada and the world. Policy and financial support from the Ministry of Training, Colleges and Universities (MTCU) will help the university achieve and exceed its potential in this regard.

OCAD UNIVERSITY — PRIORITY OBJECTIVES

OCAD University's intention over the next three years is to maintain and strengthen precisely what distinguishes it as a flagship art, design and digital media teaching, learning, professional practice and research institution. As such, the following priorities build on the institution's strategic plan, *Advancing Excellence at OCAD University for the Age of Imagination, 2012-2017*, as well as the institution's five-year Strategic Enrolment Plan.

Priority No.1: An enriched and relevant student experience. Building on its powerful history of studio-based learning, OCAD University will continue to extend the studio into the community, workplace, laboratory and online worlds. It will also bring the world into its studios, laboratories and classrooms to enrich learners' experiential journey and respond to today's diverse and mobile students — equipping them with what they need to make creative contributions to Ontario's future.

Priority No.2: Smart and strategic growth. Responding to the growing need for creative and innovative talent, OCAD University will undertake focused growth through 2018-19 in order to build its position in niche-program delivery and research-creation, diversifying and internationalizing undergraduate, graduate and continuing studies enrolment and hiring faculty to build Ontario's economic, social and cultural prosperity.

Priority No.3: Leadership in city- and community-building. OCAD University will support jobs, innovation and economic development through its contribution of design-thinking, strategic foresight, and exceptional skills in art, design, digital media and research-creation. As such, it acts as a creative city and global partner in infrastructure development and creative-industries initiatives and, along with other institutions and diverse communities, expands public and private partnerships to magnify capability and impact (i.e., OCAD University's Imagination Catalyst and its related incubation capacity).

OCAD University will continue to be an innovative, efficient and effective institution, delivering increased productivity and the best possible use of resources while providing a compelling and supportive environment for staff, faculty and students. The university has managed a balanced budget over the past four years, and will secure future productivity gains by:

- Undertaking a major Innovation and Efficiency Task Force that will challenge existing practices and structures and implement new ones, with a view to finding 15 percent in efficiency gains over the next decade, including the creation of new revenue sources.
- Implementing a new Enterprise Resource Planning system to eliminate inefficiencies, enable self-serve, 24/7, mobile access for students, and provide timely quality information to drive decisions.
- Expediting development of online courses to reduce the reliance on physical spaces.
- Aggressively developing experiential learning outside of the university to create permeability between students, faculty and the broader community, and reduce the burden on over-subscribed laboratories and studios.
- Exploring the expansion of cost-sharing arrangements of non-core services (i.e., copying, IT, facilities management) with nearby institutions.

- Engaging with the local development community to re-develop existing sites into their highest and best use, creating purpose-built square footage with low reliance on government funding.

In response to the Differentiation Framework provided by the Ministry of Training, Colleges and Universities, this proposal demonstrates how these priorities — together with OCAD University's specialized nature — form the basis of differentiation when applied to the eight domains.

1. Jobs, innovation and economic development

OCAD University brings specialized capacity to creating jobs, stimulating innovation and contributing to economic development in Ontario. The university trains individuals and teams who develop start-ups and industry partnerships and nurture invention across a wide range of sectors — among them, information and communication technologies (ICT), digital, mobile, the health sciences, gallery and exhibition venues, design studios, government and cultural industries. For all of these, design-thinking, strategic foresight, inclusive design, creative innovation and curatorial knowledge are the value-added business elements.

OCAD University alumni *are* the creative class — drivers of entrepreneurship in Ontario and evidence of how the university is putting imagination to work to strengthen the innovation economy. OCAD University's 19,000+ alumni are among Canada's leading artists and designers.[2] A survey of alumni revealed that 92 percent are employed and 86 percent regard their OCAD University training as relevant to their current employment. These graduates work in more than 30 distinct fields, both within and outside of art and design — from city-planning to advertising and publishing, illustration and interior design to curating and exhibiting. Design alumni have left their indelible mark on streetcars and appliances, home and office interiors, medical equipment, automobiles, billboards and television commercials. Fine art alumni are represented in major public and private collections around the world. They have also developed distinguished careers as critics, curators, art administrators, community development workers, and teachers.

Eighty-seven percent of OCAD University alumni will operate businesses or work as independent contractors at some point in their careers, and 17 percent of alumni have been or are currently a founder of a not-for-profit or for-profit organization, 79 percent of which are in the cultural sector, including the digital media industry.

On-campus incubation and acceleration

OCAD University has built an ecosystem of entrepreneurship with links to curriculum, student business skills development, research and a gallery system — all of which create a student talent pipeline for the Imagination Catalyst (OCAD University's entrepreneurship portal), as well as for the Mobile Experience Innovation Centre (MEIC), the Strategic Innovation Lab (sLab) and the Inclusive Design Research Centre (IDRC). The incubators/accelerators are concentrated in the design and maker niches and are poised for expansion to further boost the rich entrepreneurial activities at the university. The university's growing hub for youth entrepreneurship and commercialization will drive youth economic participation and impact

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[2] Please see
http://www.ocadu.ca/Assets/pdf_media/ocad/about/news_events/20110908_Sketch_135th_anniversary_edition.pdf
and http://www.ocadu.ca/alumni/our-alumni/alumni-profiles.htm for further details and examples of alumni impact.

niche industries include designed consumer goods, light advanced manufacturing and digital and cultural enterprises. Since its inception in 2010, Imagination Catalyst has incubated 23 companies, focused on maker-based (i.e. mass customization) products, design or cultural/curatorial services firms, the Internet of Things (M2M), digital media, inclusive design, expanded mobile, entertainment products design, games and strategic foresight and innovation. This year's cohort includes 18 companies, which have raised a collective $600K in start-up funding. In 2012-13, Imagination Catalyst hosted some 60 public presentations, more than 25 lectures and nine demonstration days. The campus-linked accelerator plans to grow to host 25 companies annually, to expand programming and to increase capacity to raise more than $2M in start-up funding over the next few years.

City and community impact

For 137 years, OCAD University has been a city-builder working in close alliance with its neighbours in the cultural and design corridors, including the Art Gallery of Ontario (AGO), National Film Board and the Toronto International Film Festival (TIFF). OCAD University will continue to expand the infrastructure of its campus with private and non-profit sector partners, providing a cultural and economic resource to the larger community through its galleries, laboratories, public facilities and incubators, and through the dynamic presence of students, faculty and staff.

OCAD University's strategic plans have emphasized the importance of exhibition as a means of building community and learning opportunities for students. Exhibition includes student and faculty work, significant cultural assets and the work of Canadian and international artists, designers and digital media-makers. Students in programs such as Sculpture/Installation and the Interdisciplinary Master's in Art, Media and Design exhibit throughout Toronto in multiple professional galleries.

Community development and the commitment to reciprocally beneficial relationships are core OCAD University values. Of recently surveyed alumni, 88 percent reported support for the arts in 2010, which included attending cultural events and donating time and money to cultural organizations. The university will maintain and enhance its position as a leader in art and design within Toronto through participation in citywide cultural events such as Scotiabank Nuit Blanche, as well as the university's own Graduate Exhibition (a showcase of the work of graduating students which, in 2013, attracted more than 24,000 visitors over a four-day period). The university will also continue to collaborate with organizations from diverse communities: Indigenous organizations, disability advocates, cultural organizations (TIFF, AGO, Royal Ontario Museum, The Power Plant, and The Canadian Film Centre) and industrial partners such as Interactive Ontario. Collaborations such as these enable the student base to represent Canadian society, while providing a means for activity and outreach, business development, and curricular and continuing educational initiatives outside of the institution's walls.

Over the next three years, the university will strengthen its galleries and public outreach centres in collaboration with private sector partners such as David Mirvish and Frank Gehry (The Princess of Wales Centre for Visual Arts at OCAD University). As well, the university is currently building an 8,000-square-foot gallery at 199 Richmond Street West in collaboration with Aspen Ridge and Quadrangle Architects that will create a Class A gallery and collections space, scheduled to open in late 2015. These new facilities are being leveraged via City of Toronto Section 37 agreements and cultural infrastructure programs.

Further, the university will transform 115 McCaul Street into the Experiential Learning Centre. Strategically located at the gateway to OCAD University and the crossroads between Toronto's financial and artistic districts, the Centre visibly and figuratively invites students, faculty and the public-at-large to engage with art, design and each other. Whereas the Sharp Centre for Design at 100 McCaul Street inspires wonder and admiration, the Experiential Learning Centre invites the public in. A forum where students and faculty from all disciplines intersect, it will be a creative hub for interdisciplinary studies, community outreach and knowledge creation/experimentation.

Over the duration of the SMA, OCAD University will develop plans for a second campus on the waterfront, in collaboration with George Brown College, with the capacity to house the institution's growing digital media activities. These initiatives will greatly enhance the university's cultural and economic impact.

Internationalization

OCAD University's strategic plan includes an emphasis on internationalization, encompassing research and commercialization activities with university partners, global firms and start-ups. For example, NSERC-funded commercialization activity is underway in OCAD University research laboratories with digital media and Information and Communications Technology (ICT) companies from Brazil and Canada, which afford opportunities for student and alumni intellectual property (IP) as well as faculty IP to be commercialized in Brazil and Canada. As well, the university's Imagination Catalyst is collaborating with the Method Design Lab (affiliated with Central Saint Martins in London, United Kingdom, one of the first design-centric accelerators) and has become part of the Growth Wheel user-group, which links it to incubators in 22 countries around the globe.

OCAD University has international exchange agreements with more than 50 different institutions internationally. This model allows students to spend a semester of their third or fourth year (or a graduate semester) at a partner institution such as the prestigious National Institute of Design in India, and brings students from partner institutions to OCAD University to enrich the learning environment.

OCAD University's three-year objectives for jobs, innovation and economic development

- Develop and launch the Experiential Learning Centre which will house the Centre for Emerging Artists + Designers — a focal point and catalyst for engaging students in skill and portfolio development and experiential learning to build business acumen among the most talented students.
- Build the Imagination Catalyst as an entrepreneurship portal to serve graduating students and recent alumni, support entrepreneurial co-curricular learning and bridge relationships with other OCAD University and Ontario incubators and accelerators, and acquire additional space to aggregate and to make more visible.
- Initiate a significant shared infrastructure project with the Art Gallery of Ontario, which will result in an art and design library and learning centre, as well as studio space for students, faculty and community members.
- Initiate infrastructure development at the Waterfront in a long-term collaboration with George Brown College. Launch the renewed OCAD University professional gallery and collection, as well as strategies for faculty, student and indigenous galleries and public outreach centres in collaboration with public and not-for-profit partners.

- Initiate new formats for international experiences to provide more students with opportunities beyond the traditional exchange program.

OCAD University suggested metrics for jobs, innovation and economic development

- Increase the proportion of the most recent alumni cohort who indicate their OCAD University training is relevant for their current work from 82 percent to 90 percent *(Source: Strategic National Arts Alumni Project—SNAAP)*
- Maintain a rate of 83 percent of alumni who are satisfied in their current job *(Source: Strategic National Arts Alumni Project—SNAAP)*
- Maintain a 57 percent rate of alumni that are self-employed professionals *(Source: Strategic National Arts Alumni Project—SNAAP)*

2. Teaching and learning

The strength of the OCAD University student experience is grounded in studio-based learning — a unique model of active, collaborative, experiential learning that permeates the entire institution (75 percent of courses are studio-based) and is a hallmark of its differentiated status. The university integrates studio experience and intellectually challenging courses in the liberal arts and sciences, which ensures that it produces well-rounded graduates who are creative individuals and skilled collaborators with deep and wide knowledge. The university will continue to reinvigorate the traditions of studio-based experiential learning; its community is flexible, critically informed and intimately engaged with the surrounding world. As confirmed by alumni success, OCAD University is *the* leading institution in the integration of digital and traditional technology, hands-on practice, and hybrid learning systems and critical cognitive knowledge and research experience. The university combines scientific methods with those of the studio and studio "critique" and delivers unique approaches to learning technologies. It is a university leader in bringing industry and not-for-profit challenges into studios and classrooms, whether through think-tank or design-strategy classes or creative competitions.

Deep experiential learning has become OCAD University's hallmark, whether through online, blended and mobile delivery, service-based learning, community arts, internships or partnered in-studio curriculum with not-for-profits and industry in Canada and abroad. Currently, all students engage in studio-based learning annually during their academic careers and, in 2012-13, three percent participated in formal internship placements. In the most recent National Survey on Student Experience (NSSE), one-third of students reported that they participated in volunteer work and another 22 percent reported plans to participate before graduation. Over the next three years, the university will build out its learning experiences for students to continue to extend this successful educational model into the digital sphere, and into the city and beyond. In the future, every student will participate in experiential learning.

OCAD University has established the Centre for Innovation in Art and Design Education (CIADE), an entity that encompasses an expanded Writing and Learning Centre, language supports for English as a Second Language students, faculty assistance to develop new curricular approaches and responsibility for online and blended learning. CIADE has worked with the Associate Vice-President students to undertake significant change in its curriculum delivery and assessment since its last NSSE evaluation: It has introduced curriculum-mapping and completed outcomes driven learning assessments, as well as an improved system of online course evaluation, all enhancing the student learning experience. The Senate has re-evaluated the institutional grading policy to better reflect student performance, and has introduced new

minors and specializations that allow students to have a deeper, interdisciplinary experience at OCAD University. It has also introduced co-curricular and curricular professional practice learning and business training in response to student demands for better preparation for their future.

Additionally, all OCAD University entrants must submit a portfolio as part of their entry requirements, which is unique among Ontario universities and colleges, and sets the bar high for art and design competency at the university. Other unique aspects about OCAD University's learning environment include:

- Small class sizes (91 percent of classes had fewer than 30 students in 2012-13)
- Excellent student-to-faculty ratio (15:1 for 2012-13)
- High student satisfaction, with 85 percent of alumni reporting their overall OCAD University experience as good or excellent, with a similar percentage reporting that they would recommend OCAD University to others

Technology-enabled learning

Through investment provided by the landmark MTCU-funded Digital Futures Initiative, OCAD University has enhanced and modernized the curriculum with digital programming and hybrid learning, including undergraduate minors and majors such as Digital Futures and Integrated Media, and a suite of graduate programs including Digital Futures, Inclusive Design, Contemporary Art, Design and New Media Histories and Criticism and Curatorial Practice. Each of these programs trains students for work in the 21st century where fluency in technology and digital media are keys to success. We have become leaders and global advocates for inclusive design and digital accessibility, building on Ontario's Accessibility for Ontarians with Disabilities Act (AODA).

To facilitate the use of technology in the classroom, the university has invested nearly $1.2M over the last six years to enhance the campus digital infrastructure. This includes initiating the campus digital laptop program (in which nearly 60 percent of students currently participate), buying/developing/providing cutting-edge software and hardware, as well as capacity-building through supporting skills-upgrading for faculty and hiring new faculty who are cutting-edge digital leaders and innovators. In addition, the campus now has 100 percent high-speed Wi-Fi coverage.

Over the next three years, OCAD University will create 35 fully online, mobile and blended-learning course offerings. To support these efforts, the university will enhance its educational technology infrastructure as well as its content experts, instructional designers, training and staff to support students and faculty. The university will also use continuing education platforms to test and develop online course modules. OCAD University will invent, develop and implement best practices and continue to plan and upgrade its technology base, including the full rollout of the sector-leading laptop program and mobile student services. The university will be a centre of excellence in inclusive and accessible design and user experience (UX) and guide online development and implementation in these areas across Ontario.

Experiential and entrepreneurial learning

OCAD University's experiential and studio-based learning provides students and alumni with design methods and thinking, combined with the experimentation and interpretive qualities of art, and a mastery of technological invention and innovation, as well as cultural, social and

economic entrepreneurship. Students have multiple opportunities to participate in exhibitions, including the Graduate Exhibition during their final year.

OCAD University's goal is to ensure that students are educated to build successful professional careers as artists, designers, media producers or curators, or apply these skills to other fields. To that end, each undergraduate program includes courses in Professional Practice, grounding students in project planning and management, innovation, production, marketing and budgeting, and preparing them for independent and/or leadership roles in their fields. The university is also expanding academic courses that focus on business and communication skills, and that situate art and design within community and industry contexts.

In addition to the entrepreneurship and business programming embedded in the curriculum, OCAD University is making a significant investment in student business skills and opportunity development through the Centre for Emerging Artists + Designers — a catalyst for engaging students in skill and portfolio development, experiential learning and business acumen — and Hub for Freelance Professionals — a supportive space to incubate and mentor students entering the creative services industry as freelancers/sole proprietors (e.g. graphic designers, web developers, illustrators, photographers). As well, OCAD University has professionalized and expanded its internship, work-study and community and service learning opportunities through curricular and co-curricular activities, including via a formal partnership with the Government of Canada through University Champion Canadian Heritage.

Further, Imagination Catalyst, the university's campus-linked accelerator (CLA), hosts dozens of seminars and courses each year that empower students with entrepreneurial skills. Through the CLA, students are also linked to the regional entrepreneurship community through MaRS and other universities and colleges, with the opportunity to participate in an even larger number of seminars and workshops on entrepreneurship.

Given the focus on community interaction, it is not surprising that OCAD University faculty differentiate themselves by their engagement in entrepreneurial activity. Many faculty have successful professional practices with national and international gallery representation. They benefit from commissions, and grant and foundation income; or, own their own graphics, industrial, environmental design, advertising, strategy, jewelry or media businesses; or, consult and collaborate with industry, social enterprise and the not-for-profit sector. This entrepreneurship inspires students who are a "triple threat": they have business acumen, sustainable practices knowledge and are socially engaged.

OCAD University's three-year objectives for teaching and learning

- Enhance studio experiential education and work towards ensuring that all undergraduate students have at least one out-of-classroom experiential course as part of their program's core curriculum.
- Over the next three years, OCAD University will create 35 fully online, mobile and blended-learning course offerings. To support these efforts, the university will enhance its educational technology infrastructure as well as its content experts, instructional designers, training and staff to support students and faculty. The continuing education platform will be used to test and develop online course modules.
- Expand offerings in business, management and entrepreneurship courses specific to art and design education.
- Further expand industry partnerships in studio and classroom projects.

- Continue to mitigate areas of concern regarding student satisfaction and experience, including the launch of a financial literacy program, a new, centralized, highly visible service/program for student advising, expansion of the study group program, and increased health and wellness services.
- Assess the perceived impact of university alumni and skills obtained through their OCAD University training by using market research and employer survey.

OCAD University suggested metrics for teaching and learning

- Increase from 96 percent to 100 percent the courses making full use of the virtual learning platform *(Source: OCAD University institutional data)*
- Maintain 85 percent of alumni rating their experience as excellent or good *(Source: Strategic National Arts Alumni Project—SNAAP)*
- Maintain over 90 percent of classes with less than 30 students *(Source: OCAD University institutional data)*

3. Student population

OCAD University's status as the only specialized art and design institution in the province, and the largest of four in Canada, enables us to attract a diverse and unique student population. The university is proud to attract diverse students and a high number of visual learners, and strives to meet individual needs through adapted teaching and support approaches. It is notable that:

- Over seventy percent of students are from the Greater Toronto Area;
- Forty percent of first-year students are over the age of 19;
- Students are representatives from more than 40 countries, and many of Canada's 13 jurisdictions; and
- Nearly half of students reported studying elsewhere before arriving at OCAD University.

Equity and diversity plans and initiatives including outreach

Diversity is a core value of OCAD University in curriculum content, in institutional culture, in practices and in student population. With leadership from the Diversity and Equity Initiatives Office, plans to reach institutional equity goals are embedded within every department, all of which contribute to the overall goals of improving access and retention of under-represented students. The student recruitment staff works closely with community agencies to bring art- and design-related opportunities, such as workshops and exhibitions, to young people in priority neighbourhoods in the GTA. The international student population, which has grown by 90 percent in the last five years, is drawn from around the world and, combined with the rich cultural diversity of domestic students, creates a vibrant and dynamic cultural climate on the campus. OCAD University is a sector leader in promoting access for students with disabilities, conducting admissions presentations with ASL interpretation and ensuring that materials are available in alternate formats. The First Generation Program maintains a consistently high success rate, with more than 90 percent of participants reporting that services provided made them feel better prepared for academic success.

OCAD University works closely with the OCAD Student Union to identify and address issues and holds regular Student Forums that engage students in problem-solving; additionally, design competitions address and solve challenges within the school as do student equity initiatives led by the Equity and Diversity office, including a new Student Equity Award.

Aboriginal student outreach and support and the Indigenous Visual Culture program

OCAD University has long supported the professional training of indigenous artists — leaders such as Tom Hill, Rebecca Belmore, Terrance Houle and Bonnie Devine have all studied here. Recently, the university announced the launch of a new Bachelor of Fine Arts in Indigenous Visual Culture (INVC), which complements existing minors, and indigenous undergraduate and graduate core curriculum. This degree program represents a unique approach to Aboriginal, First Nations, Métis and Inuit knowledge, and is supported by a national council of Canada's leading indigenous architects, artists, curators and media-makers, as well as national indigenous organizations. INVC fosters individuals who will lead the creative economy in indigenous communities.

Support for disabilities and mental health

The creative process can put demands on students developmentally, intellectually and emotionally. In recognition of the needs of students with disabilities, OCAD University has added a permanent Disability Advisor position and has restructured health and wellness services to support walk-in crisis support and group counseling specifically for students facing mental health challenges. The university has implemented a Fall Study Week in 2014, will conduct a further review of student workload and mental health policies and has added intramural recreation and fitness opportunities for students. In addition, the university is participating in a post-secondary mental health Practice Research Network to establish best practices in the delivery and evaluation of counseling services.

OCAD University's three-year objectives for student population

- Play a leadership role in creating accessible services, teaching and learning, systems and information technology for visual learners and other specialized learning needs.
- Accelerate outreach to Indigenous communities to grow OCAD University's unique Augmented First-Year INVC program.
- Fully implement a comprehensive, evidenced-based approach to dealing with post-secondary student mental health issues, allowing for replication and consistency across Ontario post-secondary institutions.

OCAD University suggested metrics for student population

- Maintain 90 percent rate of first-generation program participants reporting that services made them feel better prepared for academic success *(Source: First Generation Program data)*

4. Research and graduate education

Over the last decade since becoming a university, OCAD University has increased its research revenue tenfold and established internal capacity and recognition by Tri-council and other funding agencies. In 2011-12, the university generated a total of $4.57M or $44,800 in research per full-time faculty, ranking it 14th out of 20 Ontario universities. The Canada Research Chairs program has recently awarded OCAD University its first allocation, consisting of a Tier 1 Chair and a Tier 2 Chair.

As an institution with a strong history of professional practice, OCAD University has developed "practice-based" (or "practice-led") research that includes practice and theory, and links

researchers, practitioners and receptor communities. Today, the community benefits from a unique research environment that combines critical and theoretical thinking with professional practice, and with the applied methodologies of building, constructing and prototyping — in the university's wood and metal shops as well as in its digital media, technology and 3D-printing laboratories.

According to the report *Inter}Artes: Tapping into the Potential of Higher Arts Education in Europe*, "Artists are increasingly equipped to shape new knowledge in their fields, creating and extending knowledge and embedding this into both academic and public domains. Artistic research is understood as part of complex practice and builds upon the changing role of arts in society."[3] This context has amplified the drive towards a rigorous research environment within the university, which bridges fundamental and applied research in art, design, digital media and related fields. The growth of research capacity and practice has been recognized in Canada by the Social Sciences and Humanities Research Council through the Research/Creation stream, which has now been integrated and normalized into SSHRC Insight Grants. In addition, Canada (and within Canada, Ontario) and other nations have adopted digital strategies that make significant investments in research into digital media and underlying technologies. The research culture at OCAD University enriches the experiences of undergraduate and graduate students, with 126 formal research assistantships in 2012-13, and dozens of other informal research opportunities for students

The Digital Media Research + Innovation Institute at OCAD University, with its founding support from the Ministry of Research and Innovation, comprises a network of 21 research labs, including:

- **The Inclusive Design Research Centre**, which promotes design encompassing the full range of human diversity and draws together an international community of open-source developers, designers, researchers, advocates and volunteers to ensure that emerging information technology and practices are designed inclusively;
- **The Visual Analytics Laboratory**, which involves a substantial research partnership — with York University, University of Toronto, health care institutions, not-for-profits and industries — and develops the next generation of data discovery, design and visualization techniques;
- **The Strategic Innovation Lab,** which comprises a growing community of scholars, practitioners, and business and policy professionals who employ a design-thinking approach to problem-finding, framing and solving.

Research and research commercialization

OCAD University's specialized research portfolio and industry partnerships will enable it to further attract and retain top faculty from the global competitive talent pool. As well, research partnerships and commercialization ventures provide students with bridges to jobs and entrepreneurial platforms. For instance, BBM Analytics, Canada's leading supplier of consumer insight to the broadcast and advertising industry, provides data, in-kind support and student internship opportunities each year through the Visual Analytics Laboratory.

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[3] Tomasz Kubikowski, *Inter}artes: Tapping into the Potential of Higher Arts Education in Europe*, Poland: European League of Institutes of the Arts and Akademia Teatralna, W. Warszawie, 2011.

With funding from federal and provincial governments, OCAD University has applied art, design and digital media knowledge to the creation of ventures in sectors as diverse as biomedical engineering, 3D-prototyping, service design and entertainment. For its scale, the university has spun out a significant number of start-up companies, new patents and products. Recent projects have resulted in: the creation of a Surgical Training Fetus Model in collaboration with Javelin Technologies; the LIFEbike (a lightweight, intelligent, electrical bike) in collaboration with Revelo Bikes; and Holo Mobile with STM Holographic Inc., which introduced a holographic interface for mobile immersive gaming. PUSH, an elite strength- and fitness-tracking device, was recently awarded a quarter-million dollars from the Ontario Youth Investment Accelerator Fund.

Graduate Studies at OCAD University

Currently, OCAD University is among the top five art and design institutions in North America (based on total student headcount), but has a substantively smaller proportion of graduate students (five percent) compared to sister organizations (which average 21 percent). OCAD University must retain or build the proportion of its graduate students to be competitive. The university strives to sit among its global peers in graduate studies by also offering a PhD. Among members of Cumulus, an international association of institutions with art and design education and research, over 50 institutions offer a PhD. Full funding for existing Master's programs with future growth, including the addition of a practice-based PhD program, will make this a reality.

OCAD University's three-year objectives for research and graduate education

- Continue to increase, per full-time faculty, research revenue and overall research revenue.
- Increase the number of students employed in research assistantships.
- Refresh infrastructure and operating funding for the Digital Media Research + Innovation Institute.
- Intensify industry partnerships for applied research projects partnerships.
- Increase faculty complement to support research growth.
- Create a faculty curriculum vitae database to enable tracking and quantification of faculty output and awards.

Further, OCAD University requests to be measured using benchmarks that compare it to other similar art, design and digital media post-secondary institutions, such as those in the Association of Independent Colleges of Art and Design (AICAD), Cumulus (International Association of Universities and Colleges of Art, Design and Media) and the European League of Institutes of the Arts (ELIA). In this context, data collected for measurement appropriately reflects art, design and digital media scholarship. To this end, OCAD University recommends a comparator set that includes the following institutions: University of the Arts London, UK; Edinburgh College of Art, UK; Parsons The New School for Design, USA; Pratt Institute, USA.

OCAD University suggested metrics for research and graduate education

- Maintain $44,800 total sponsored research per full-time faculty *(Source: CAUBO)*
- Increase number of Canada Research Chairs from current allocation of two *(Source: OCAD University institutional data)*
- Sustain graduate student proportion at five percent of undergraduate total (vs. AICAD schools' average of 21%)

5. Program offerings

A growing OCAD University, with focused growth in existing priority, specialized undergraduate programs, will contribute to Ontario's goals and Canada's competitiveness. It will also help the province reach its goal of ensuring, over the next decade, that 70 percent of the population attains some level of post-secondary education.

As the creative and digital economies advance in influence and prominence, an art, design and digital media education is increasingly in demand. OCAD University's planned growth is strategic and targeted to these areas of economic development and will allow the university to exercise both its influence and its efficiencies of scale.

Innovative and specialized undergraduate programs

Studio instruction — the ultimate experiential learning environment — provides a strong basis for outcome-driven learning. In this unique environment, undergraduate students have a significant opportunity to engage in research. OCAD University offers diversified programs that are future-facing and innovative, and further such offerings are planned. Approved in 2013 and implemented for 2014, the university now delivers a **Bachelor of Art in Visual and Critical Studies** with an Art History specialization. Over the next five years, the university will provide additional Bachelor of Arts options for students in design and digital media.

Approved in 2011, the **Digital Futures** major is a hallmark offering that, along with additional Bachelors of Arts, will be a point of focused undergraduate growth over the next five years. Digital Futures was developed with deep industry consultation and develops computational, entrepreneurial and creative skills through face-to-face and online delivery, internships and research assignments in a studio-laboratory environment.

The **Indigenous Visual Culture** program's BFA (MTCU-approved in 2012) and related popular minors represents a unique approach to Indigenous knowledge and is supported by a national council of Canada's leading Aboriginal architects, artists, curators and media-makers, as well as its national Aboriginal organizations. Planned expansion of the program will also encompass design and digital media.

Over the next five years, OCAD University will explore the development of Bachelors of Science and Masters of Science (as offered by our American and European peers), in appropriate programs such as Digital Futures and Curatorial Practice (Conservation), and in part through partnerships with other institutions.

Art and design graduate education in support of creative economies

In this complex world, graduate learning is now a requirement for professionals or researchers in the fields of art, design and digital media, with individuals often seeking graduate learning after a period in the field as a means to advance their career. OCAD University offers innovative, market-focused graduate learning. For example, the **Masters of Design** (MDes) in **Inclusive Design** is unique in the world in its concentration on tools to foster inclusion, and is offered using a blended delivery model that engages students as co-constructors of their own learning experience. Further, the **MDes in Strategic Foresight and Innovation** meets growing market demand for expertise in design-thinking, industry trend analysis and modelling organizational change — all strategically important to driving change in Ontario's shifting economic structure.

During the Strategic Mandate Agreement period, OCAD University will initiate an **Masters of Design in Design for Health**, which will develop design professionals who can engage and lead multidisciplinary teams within the design of environments, devices, services, communications and policies related to health and health innovation. It will explore the creation of a low-residency MFA in Visual Arts within the next five years.

OCAD University plans to be the first university to bring a practice-based PhD in Digital Media and Inclusive Design to Ontario, and will seek approval for this unique program during the Strategic Mandate Agreement period. The format has been widely accepted in Europe, the United Kingdom and Australia, and is characterized by coursework that is wholly focused on methodology, strong collaborative cohorts and strong mentorship and supervision. Much like an engineering degree, the practice-based PhD in digital media requires that students develop a research project that they must defend and a 40,000- to 50,000-word thesis that contextualizes and supports the project. The university plans to introduce this model through its existing collaboration with University College Dublin, an internationally renowned European university, and apply to deliver this program in Ontario. A strong complement to the Digital Futures and Inclusive Design Master's programs, this unique PhD offering will provide a world-class research and incubation space for faculty, practice-based PhD students and interdisciplinary teams of artists and technologists, scholars and user-groups, community workers and industry representatives — all working together to create and test the efficacy of new media and information and communications technology tools designed for digital, economic, social and cultural inclusivity.

OCAD University's three-year objectives for program offerings

- Through extensive Strategic Enrolment Management work, existing programs such as Digital Futures and Visual Culture BA programs will receive the bulk of the university's enrolment-growth focus at the undergraduate level.
- Graduate enrolment will grow slightly with Ministry support to meet the needs of the creative economy and industry, including through the launch of a new program, an MDes in Design for Health.
- OCAD University will be the first university to bring a practice-based PhD in Digital Media and Inclusive Design to Ontario. There will be an increased faculty and space complement to support undergraduate and graduate enrolment growth.
- OCAD University will conduct market research on program demand and regional competition.

OCAD University suggested metrics for program offerings

- Growth in graduate applications — 240 percent growth from 2008 to 2013 *(Source: OCAD University institutional-data)*
- Growth in full-time, first-year, first-choice undergraduate applicants — 28 percent from 2008 to 2013 *(Source: Ontario Universities' Application Centre data)*

6. Institutional collaboration to support student mobility

OCAD University attracts a high population of students with previous post-secondary education experience, at both the college and university levels. In NSSE 2011, nearly half of final-year students reported that they had previously studied elsewhere, which is reflective of the desire for learners to expand and develop their creative and conceptual capacities and the growing awareness of viable career opportunities within the cultural sector and creative industries.

Given that OCAD University successfully serves a large proportion of students with previous post-secondary experience, the development of articulation agreements with colleges is a valuable means for the university to strengthen its existing differentiator. OCAD University has several college articulation agreements in place and, with support from MTCU, four other diploma-to-degree negotiations underway. Currently, through an ONCAT grant, the university is exploring a low-affinity college-to-university transfer to the Digital Futures program, and has identified four potential institutions and a number of programs within those institutions.

OCAD University's partnership with George Brown College will create a powerhouse of learning, research and commercialization capacity in Ontario. It will bring together digital curriculum offerings across both institutions and could lead to other articulations, such as between the Fashion program at George Brown College and Material Art and Design at OCAD University. The Digital Futures program will reach its growth targets in part through laddered articulation opportunities for George Brown College students, and joint degree offerings currently under exploration. The university will build on current collaborative research to provide SMEs with incubation space and access to state-of-the-art technology and research. Interactive digital media industries as well as associations (i.e., Mobile Experience Innovation Centre and Interactive Ontario) will participate. Finally, George Brown College and OCAD University are exploring conjoined infrastructure on the waterfront.

OCAD University has also established partnerships with other Ontario universities. For example, OCAD University, UOIT and Trent are in dialogue about a tripartite model for the UOIT and Trent Synergy Project, which will result in shared curriculum and research. Other collaborations include: York University's Lassonde School of Engineering to build an integrated curriculum, shared hires, strengthen existing, powerful research ties and possible joint graduate degrees; Baycrest to create joint faculty appointments in the field of Design for Health; and University of Toronto in the fields of Design for Health and Business.

OCAD University's three-year objectives for institutional collaboration

- Implement a multi-faceted partnership with George Brown College that optimizes the resources of both institutions to provide integrated learning experiences for students in several disciplines.
- Develop additional bilateral and multilateral diploma-to-degree and degree-to-degree pathways for college students.
- Increase the faculty complement to support new student pathways.
- Fundraise for increased space capacity to support enrolment growth.

OCAD University suggested metrics for institutional collaboration

- Maintain nearly half of final-year students reporting previous post-secondary experience on NSSE.

OCAD UNIVERSITY — PRIORITY REQUESTS

OCAD University requests the following from the Ministry of Training, Colleges and Universities for optimal success during the Strategic Mandate Agreement period:

- A modernized funding formula for OCAD University and the establishment of a differentiated BIU weight, or a comparable indexed differentiation grant, that reflects its

specialization — the intensive and technology-driven nature of its education and studio-class size limitations (see Music, Engineering or Architecture weighting)

- An updated *OCAD University Act,* to read: "The University may grant undergraduate, graduate and honorary degrees, certificates and diplomas, as well as the diploma of Associate of the Ontario College of Art & Design," thus providing the mature academic governance levers that are enjoyed by other Ontario universities.

- Recognition of OCAD University's scale and differentiated niche value and evaluation with appropriate and specialized metrics, including a benchmark that locates OCAD University alongside other similar art, design and digital media post-secondary institutions, such as those in the Association of Independent Colleges of Art and Design (AICAD), Cumulus (International Association of Universities and Colleges of Art, Design and Media) and the European League of Institutes of the Arts (ELIA).

- Investment in OCAD University's infrastructure and expropriation rights to support existing and future student population and specialized programmatic needs.